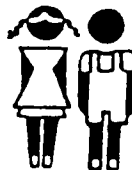


Child • Care • Information • Center NEWSLETTER

224-5388 (Madison Area) (800) 362-7353



Fall 1989
Issue No. 16

Editor: Glenna Carter

DEVELOPMENTALLY APPROPRIATE PRACTICE #2

The National Association for the Education of Young Children, the major professional early childhood association, has issued a position statement: Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. This position statement urges a move away from an increased emphasis on formal instruction in academic skills for young children through age 8. Instead, NAEYC believes that developmentally appropriate programs should be available to all children and their families. These programs should be based on the knowledge we have of human development: (1) that there are predictable sequences of growth and change that occur in children in their early years of life, and (2) that each child is a unique person, with his or her own pattern and timing of growth, personality, learning style and family background. Based on these concepts, early childhood programs can have their own individual character and be implementing developmentally appropriate practices.

The articles and books listed in this newsletter are being made available through the Child Care Information Center in order to give you more information about the following components of developmentally appropriate practice: understanding child development, staff-parent interactions, assessment of children, nutrition, environment, and equipment and learning materials. (Part 1 was in CCIC's summer 1989 newsletter #15 and there we listed resources about developmentally appropriate practice in general and the following specific components: adult-child interactions, curriculum goals and teaching strategies, and staff development.) All the materials in both lists are available from CCIC on free loan or as giveaways. Call toll-free 1-800-362-7353 (266-1164 in the Madison area) and request by number. See page 18 for details.

One more note: we are not including any audiovisual materials on this list due to space limitations, but CCIC does have many videos about various aspects of developmentally appropriate practice, and we urge you to obtain a copy of our AV list if you don't already have one.

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Please route the CCIC newsletter to your Staff:

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BOOKS TO BORROW: Developmentally Appropriate Practice

1. Bredekamp, Sue, ed. Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8. Expanded ed. Washington, DC: NAEYC, 1987.

The book on developmentally appropriate practice. Explains the development of children at various ages and gives lots of examples of appropriate and inappropriate practices. (CCIC has copies to loan, but we also recommend that you purchase a copy for \$5 from WECA, 1245 E. Washington, Ste. 260, Madison, WI 53703. You'll want to refer to it again and again.)

2. Harms, Thelma. Early Childhood Environment Rating Scale. By Thelma Harms and Richard M. Clifford. New York: Teachers College Press, 1980.

Very specific rating scales to evaluate your program's personal care routines, furnishings and display for children, language and reasoning experiences, fine and gross motor activities, creative activities, social development, adult needs. Notes clarify what is optimal for different ages.

3. NAEYC. Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs. Washington, DC: NAEYC, 1984.

This book gives standards, criteria, and interpretations for high quality programs in the areas of staff-child interactions, curriculum, staff-parent interaction, the physical environment, nutrition and food service, evaluation, health and safety, administration, and staff qualifications.

FREE ARTICLES: Understanding Child Development

4. Bell, S. & Ainsworth, M.D.S. Infant crying and maternal responsiveness. Child Development 43 (1972): 1171-1190.

If you want a baby to cry less as time goes by, respond to his cries as promptly and consistently as you can when he is an infant.

5. Honig, A.S. What are the needs of infants? Young Children 37 (Nov. 1981): 3-10.

Understanding the needs of infants will help you "dance the developmental ladder" with more ease and accuracy.

6. Kopp, C.B. Antecedents of self-regulation: a developmental perspective. Developmental Psychology 18 (1982): 199-214.

Describes the stages of modulation or control of behavior children are capable of before they become fully able to comply with caregivers' dictates and regulate their own behavior.

7. Rubin, K. & Everett, B. Social perspective-taking in young children. In S.G. Moore & C.R. Cooper, eds., The Young Child: Reviews of Research, Vol 3, pp. 97-114. Washington, DC: NAEYC, 1982.

How much ability do preschoolers have to consider other people's thoughts and intentions, feelings and emotions, literal and physical views of the world? More ability than we used to think.

8. Goffin, S.G. Cooperative behaviors: they need our support. Young Children 42 (Jan. 1987): 75-81.
Preschoolers are not as egocentric as we used to think, and their ability to see another person's point of view can be strengthened in classrooms where teachers encourage cooperation.

9. Asher, S.R., Renshaw, P.D. & Hymel, S. Peer relations and the development of social skills. In S.G. Moore & C.R. Cooper, eds., The Young Child: Reviews of Research, Vol. 3, pp. 137-158. Washington, DC: NAEYC, 1982.
Tells how positive reinforcement, modeling, and coaching can help children acquire the social skills they need to interact effectively with peers.

10. Moore, S. Prosocial behavior in the early years: parent and peer influences. In B. Spodek, ed., Handbook of Research in Early Childhood Education, pp. 65-81. New York: Free Press, 1982.
Describes the great strides children make between the ages of 2 and 5 in developing friendliness, social responsibility, cooperativeness, consideration of others, and altruism. Tells what adults can do to help.

11. Gottfried, A. Intrinsic motivation in young children. Young Children 39 (Nov. 1983): 64-73.
What causes a child to derive pleasure from performing an activity for its own sake? What kinds of rewards decrease intrinsic motivation and what kinds increase it?

12. Kostelnik, M.J., Whiren, A.P. & Stein, L.C. Living with He-Man: managing superhero fantasy play. Young Children 41 (Nov. 1986): 3-9.
How superhero play relates to children's development, why they find it so attractive, and ways to make it a constructive experience for children.

13. Genishi, C. Acquiring oral language and communicative competence. In C. Seefeldt, ed., Early Childhood Curriculum: a Review of Current Research, pp. 75-106. New York: Teachers College Press, 1986.
Genishi shows by examples that "a focus on varied activities leads to the use of language for varied purposes, and this variety--not a published language curriculum--leads to greater communicative competence."

14. Schachter, F.F. & Strage, A.A. Adults' talk and children's language development. In S.G. Moore & C.R. Cooper, eds., The Young Child: Reviews of Research, Vol. 3, pp. 79-96. Washington, DC: NAEYC, 1982.
Children's language development benefits from many strategies adults use without even being aware of them in their naturally occurring talk to children.

15. Hale-Benson, Janice. Black children: their roots, culture, and learning styles. Young Children 36 (Jan. 1981): 37-50.
Discusses cultural influences on children's development, compares analytical and relational cognitive styles, gives ideas of how schools can avoid unthinkingly rewarding one style and punishing the other.

16. Goffin, S. & Tull, C. Problem solving: encouraging active learning. Young Children 40 (March 1985): 28-32.
Ideas to help teachers create problem-solving activities, and eight questions to ask to make sure the problems are good ones.

17. Forman, G. & Kaden, M. Research on science education for young children. In C. Seefeldt, ed., Early Childhood Curriculum: a Review of Current Research, pp. 141-164. New York: Teachers College Press, 1986.

What children of different stages of development can understand about heat, levers, weight, length, earth and heaven, time, gears, life and death--and how activity-based science curricula can give children opportunities to discover more.

18. Wellman, H.M. The foundations of knowledge: concept development in the young child. In S.G. Moore & C.R. Cooper, eds., The Young Child: Reviews of Research, Vol. 3, pp. 115-134. Washington, DC: NAEYC, 1982.

How much do young children understand about the concept of number and the concept of thinking? What can adults do to further children's concept development?

19. Coleman, M. & Skeen, P. Play, games, and sport: their use and misuse. Childhood Education 61 (Jan./Feb. 1985): 192-198.

Defines the differences between play, games, and sport and tells the ages at which children are ready for each. Shows how physical activity can promote or abuse children's physical, cognitive, social and emotional well-being.

20. Cratty, B. Motor development in early childhood: critical issues for researchers in the 1980s. In B. Spodek, ed., Handbook of Research in Early Childhood Education, pp. 27-46. New York: Free Press, 1982.

Discusses the relationship of motor behavior to intellectual behavior and especially the issue of whether motor behavior is a precursor to intellectual behavior.

21. Seefeldt, C. The visual arts. In C. Seefeldt, ed., The Early Childhood Curriculum: a Review of Current Research, pp. 183-210. New York: Teachers College Press, 1986.

Describes five theories of children's art and suggests that teachers take whatever seems valuable from each for specific children and programs.

22. Edwards, C.P. & Gandini, L. Teachers' expectations about the timing of developmental skills: a cross-cultural study. Young Children 44 (May 1989): 15-19.

Teacher's expectations about normal development depend not only on training and experience, but also vary in relation to the cultures they come from.

23. Greenman, Jim. Diversity and conflict: the whole world will never sing in perfect harmony. Child Care Information Exchange 69 (Oct. 1989): 11-13.

Greenman reminds us that while we value developmentally appropriate practice, we should also value diversity. He sites examples of a Chinese-American boy, a man working in an infant program, an Eskimo boy, Hmong staff members, and a young Indian teacher to show that good care and education come in different forms, not only American middle-class white form.

BOOKS TO BORROW: Understanding Child Development

24. Parenting the First Year. Dave Riley, project director. Madison, WI: UW-Extension, 1988.

This book began as a series of 12 newsletters (one for each of a baby's first 12 months of life) designed to be an age-paced way to learn all sorts of things about babies as they grow.

25. Dittmann, Laura L. The Infants We Care For. Rev. ed. Washington, DC: NAEYC, 1984.

Overview, of infant care with chapters on strengthening families through child care, deciding what kind of care is best for the baby, home-based programs, center-based care; staff selection and training for infant caregivers, program evaluation, and the future of infant programs.

26. Weissbourd, B. & Musick, J., eds. Infants: Their Social Environments. Washington, DC: NAEYC, 1981.

Series of articles on key aspects of infancy and child care.

27. Brazelton, T. Berry. Infants and Mothers: Differences in Development. Rev. ed. New York: Dell, 1983.

By describing in stories and photos the first 12 months of three babies' lives--an average baby, an active baby, and a quiet baby--Dr. Brazelton shows the stages of development, but also the individuality of each infant and how caregivers must pace themselves to each unique infant.

28. Robertson, Audrey & Overstad, Beth. Infant-Toddler Growth and Development: a Guide for Training Child Care Workers. St. Paul: Toys 'n Things, 1985.

Resource book to guide the new instructor who has never taught an infant-toddler growth and development class or workshop. Includes a training outline, a list of information resources, recommendations for supplementary films and filmstrips, and instructions for a few homemade toys.

29. Brazelton, T. Berry. Toddlers and Parents: a Declaration of Independence. New York: Dell, 1974.

Practical advice for surviving and enjoying the struggles and triumphs of children aged 12 to 30 months, with attention to the special problems of working parents, single parents, large families, disturbed families, and day care centers.

30. White, Burton L. The First Three Years of Life. Rev. ed. New York: Prentice-Hall, 1985.

This classic child rearing book takes you week by week through the first three years of a normal child's development and tells you how to provide a good educational beginning that will help the child develop his abilities as fully as possible.

31. Dombro, Amy Laura. The Ordinary Is Extraordinary: How Children Under Three Learn. New York: Simon and Schuster, 1988.

"...children learn best through living... from sharing everyday life with their parents and caretakers. This, rather than so-called cognitive development, is what learning is all about."

32. Segal, Marilyn. Your Child at Play: From Birth to One Year. New York: Newmarket Press, 1985.

This series describes developmental changes, hundreds of activities that caregivers and children can enjoy together, and strategies for solving day-to-day problems, all with the goal of enhancing communication between caregiver and child. The first book focuses on discovering the senses and learning about the world in the first year. Other books are:

33. Segal, Marilyn & Adcock, Don. Your Child at Play: One to Two Years. 1985. Exploring, daily living, learning, making friends.
34. Segal, Marilyn & Adcock, Don. Your Child at Play: Two to Three Years. 1985. Growing up, language, the imagination.
35. Segal, Marilyn & Adcock, Don. Your Child at Play: Three to Five Years. 1986. Conversation, creativity, and learning letters, words and numbers.
36. Greenspan, S. & Greenspan, N.T. First Feelings: Milestones in the Emotional Development of Your Baby and Child. New York: Viking, 1985. Describes the six emotional milestones that children pass between birth and age four, and how caregivers need to be able to "tune in" to each child's individual feelings and patterns of communicating those feelings so as to be able to foster the baby's emotional growth in each stage of development.
37. Segal, Marilyn & Adcock, Don. Feelings. Atlanta, GA: Humanics, 1987. Book on the social and emotional growth of preschoolers has a workbook section to let you test your knowledge and consider how you would solve hypothetical problems.
38. Brazelton, T. Berry. To Listen to a Child: Understanding the Normal Problems of Growing Up. Reading, MA: Addison-Wesley, 1984. Dr. Brazelton, a pediatrician, explores such common childhood issues as fears, thumbsucking, feeding, sleep, stomachaches, bedwetting, etc. from the child's as well as the caregiver's point of view.
39. Zavitkovsky, Docia. Listen to the Children. Washington, DC: NAEYC, 1986. Highly enjoyable anecdotes and photographs of children ages 2 through 5 are accompanied by the comments of a child development expert and questions about what the stories and pictures say to you.
40. Griffin, E.F. The Island of Childhood: Education in the Special World of Nursery School. New York: Teachers College Press, 1982. The author uses numerous examples from her own nursery school to show how the emotional climate of the nursery school and the adults in it help 3- and 4-year-olds achieve relationships and self-affirmation, the basic goals of young children.
41. Segal, Marilyn & Adcock, Don. Just Pretending--Ways to Help Children Grow Through Imaginative Play. Englewood Cliffs, NJ: Prentice-Hall, 1981. Shows how imaginative play has a critical role in the development of preschoolers, helping them gain social skills, creativity, knowledge, and a positive self-image.

42. Adcock, Don & Segal, Marilyn. Making Friends: Ways of Encouraging Social Development in Young Children. Englewood Cliffs, NJ: Prentice-Hall, 1983.
Takes a close look at how 2- to 6-year-old children develop social skills within different types of child care settings, individual differences in social style, and ways that teachers can help children's social confidence.
43. Stone, J.G. A Guide to Discipline. Rev. ed. Washington, DC: NAEYC, 1978.
Helping children discipline themselves by your words and manner, avoiding problems in advance, and what to do when children hit, kick or bite.
44. Lickona, Thomas. Raising Good Children. New York: Bantam, 1983.
Describes the six predictable stages of children's moral development and gives advice on how to raise honest, caring, responsible, good children.
45. Riley, S.S. How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-confidence. Washington, DC: NAEYC, 1984.
Shows how values are rooted in the experiences of early childhood, and how the way caregivers treat children and feel toward them makes a difference.
46. Cazden, C., ed. Language in Early Childhood Education. Rev. ed. Washington, DC: NAEYC, 1981.
In answering the question of what we know about children's language development, this book discounts myths and offers practical suggestions.
47. Cherry, Clare. Is the Left Brain Always Right?: a Guide to Whole Child Development. Belmont, CA: David S. Lake Pubs., 1989.
Traditional instruction is geared toward a left-hemisphere style of learning, and this makes learning difficult for many right-hemisphere children who need instruction that is more holistic, experiential, and imaginative. The author has dozens of ideas for teaching with right-hemisphere activities.
48. Forman, G.E. & Kuschner, D. The Child's Construction of Knowledge: Piaget for Teaching Children. Washington, DC: NAEYC, 1983.
Explains why and how to apply Piaget in a classroom of 2- to 5-year-olds. Provides a bridge between Piaget's theories of child development and your teaching strategies.
49. Kamii, C. & DeVries, R. Group Games in Early Education: Implications of Piaget's Theory. Washington, DC: NAEYC, 1980.
Explains how children learn through games and gives lot of directions for games. Also looks at the appropriateness of competition.
50. Kamii, Constance. Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory. Washington, DC: NAEYC, 1982.
Hundreds of everyday activities that teach arithmetic better than counting or filling in worksheets.

51. Curtis, Sandra R. The Joy of Movement in Early Childhood. New York: Teachers College Press, 1982.

Dr. Curtis uses photos to describe fundamental motor patterns and then gives specific games, activities, equipment and spaces which caregivers can put together in a total motor development program which children will love.

52. Engstrom, G., ed. The Significance of the Young Child's Motor Development. Washington, DC: NAEYC, 1978.

Explains why physical activity is important in early childhood and why you should say "No" to sit-down programs for 3s, 4s, and 5s.

53. Warren, Rita. So This Is Normal? St. Paul: Toys 'n Things Press, 1986.

Brief information for day care providers to share with parents on the basics of child development and the best ways to deal with the common behavior problems of young children.

54. Bee, Helen L. The Developing Child. 5th ed. New York: Harper & Row, 1989.

Text book in developmental psychology describes the development of the physical, thinking, social, and whole child from prenatal development to age 20. Tries to maintain balance between theory, research, and practical applications.

55. Seefeldt, Carol, ed. The Early Childhood Curriculum: a Review of Current Research. New York: Teachers College Press, 1987.

Summaries of research findings in the areas of cognitive, language, aesthetic, and movement development and strategies for teaching.

56. Moore, S.G. & Cooper, C.R., eds. The Young Child: Reviews of Research. Vol. 3. Washington, DC: NAEYC, 1982.

Reviews of research on the young child's socioemotional, cognitive, language and other development.

FREE ARTICLES: Staff-Parent Interactions

57. Weissbourd, B. Supporting parents as people. In B. Weissbourd & J. Musick, eds., Infants: Their Social Environments, pp. 169-183. Washington, DC: NAEYC, 1981.

Parents go through developmental stages, too. Weissbourd describes a program designed to enhance parents' self-esteem and confidence, and thereby affect their behavior toward their children.

58. Schiller, P. & Townsend, J. Parents as partners in child care: los padres como socios en el cuidado de niños. Texas Child Care Quarterly 9 (Fall 1985): 2-8.

Ways to communicate with parents through daily routines and special events. In English and Spanish.

59. Honig, A.S. Parent involvement in early childhood education. In B. Spodek, ed., Handbook of Research in Early Childhood Education, pp. 426-455. New York: Free Press, 1982.

Honig describes many parent education and parent involvement programs, and shows how good family-oriented programs are necessary if children are to maintain their IQ and language gains.

60. Gonzalez-Mena, J. Mrs. Godzilla takes on the child development experts. Child Care Information Exchange 57 (Sept. 1987): 25-26.

The author contrasts her behavior as a parent with her behavior as an early childhood professional, and draws some conclusions about parent education programs.

61. Hauser-Cram, Penny. Backing away helpfully: some roles teachers shouldn't fill. Beginnings (Spring 1986): 18-20.

In this author's view, teachers should help parents find the help they need, but teachers should not accept the roles of family therapist or parenting expert.

62. Seefeldt, Carol. Communicate with curriculum. Day Care and Early Education 13 (Winter 1985): 22-25.

How a well thought out curriculum can itself be used to communicate with parents.

63. Ard, L.G. "Dittos? But parents want dittos." Texas Child Care Quarterly 11 (Winter 1987): 10-15.

Parents who ask for dittos and worksheets are really asking for a more involved role in what and how their children are learning. This article shows how you can build on that interest to educate parents about sound child development practice.

64. Wallinga, C.R. & Sweaney, A.L. A sense of real accomplishment: young children as productive family members. Young Children 41 (Nov. 1985): 3-9.

Describes a project to have ~~4-year-olds~~ do at home a developmentally appropriate household task they learned in class.

65. Bjorklund, G. & Burger, C. Making conferences work for parents, teachers, and children. Young Children 42 (Jan. 1987): 26-31.

Guidelines for planning, conducting, and following up on conferences, with a focus on developmental curriculum goals and developmental objectives for the child.

BOOKS TO BORROW: Staff-Parent Interactions

66. Stone, J.G. Teacher-Parent Relationships. Washington, DC: NAEYC.

Practical guidance and beautiful photographs on how to work warmly, gracefully, and respectfully with parents.

67. Honig, A.S. Parent Involvement in Early Childhood Education. Washington, DC: NAEYC, 1975.

Parent participation is essential to a good program and this book tells you how to build parents in.

68. Powell, D.R. Families and Early Childhood Programs. Washington, DC: NAEYC, 1989.

In-depth and critical review of the literature on changing family structures and lifestyles, working with parents, and strategies for addressing the relations between families and early childhood programs.

69. Swick, Kevin J. Inviting Parents into the Young Child's World. Champaign, IL: Stipes, 1984.

Examines five major things teachers need to do to develop effective parent involvement programs: understand parents and families, educate parents, involve parents, communicate with parents, and support family development. Reminds us that this is not a simple process, but that it is of major importance in increasing the child's potential for school success.

70. Swick, Kevin J. Building Successful Parent-Teacher Partnerships. Atlanta, GA: Humanics, 1979.

How parents, teachers, and other caregivers can develop home-school situations where children and adults can learn and grow in positive ways.

71. Schneider, J.K. & Ehlert, M.E. Listen to Me, Please. Dallas, TX: C.A.P.E. Center, 1987.

This book tells how adults can better communicate with children and with each other. Written especially for caregivers and parents.

72. Galinsky, Ellen. The Six Stages of Parenthood. Reading, MA: Addison-Wesley, 1987.

Insights on how parents develop and the six distinct stages they go through.

73. Brazelton, T. Berry. Working and Caring. Reading, MA: Addison-Wesley, 1983.

Three actual families representing a cross-section of situations are followed from pregnancy through toddlerhood to show ways that parents can resolve the conflict between working and caring for their children.

74. Brazelton, T. Berry. Families: Crisis and Caring. Reading, MA: Addison-Wesley, 1989.

Dr. Brazelton draws on the lives of five real families to give advice on major family crises: divorce and stepparenting, infertility and adoption, a child's life-threatening illness, the death of a parent, and becoming a single father.

FREE PARENT HANDOUTS: Developmentally Appropriate Practice

75. "Learning is...": an overview of learning experiences for young children. Austin, TX: Austin Association for the Education of Young Children.

A series of 20 single-page handouts designed to show parents how learning is taking place in the preschool setting.

76. Sava, S.G. Development, not academics. Young Children 42 (March 1987): 15.

What children gain from a good preschool program, and how the promise of early childhood education can be wasted by the misuse of these early years through inappropriate curriculum content or teaching methods.

77. Sava, S. The right to childhood. Principal 64(5) (1985): 56.
Points out how crucial it is for a child to be able to count on her parents for constant, consistent, nurturing love, even when she fails to meet their expectations.
78. O'Brien, S.J. "After violin but before his shrink": early learning guidelines. Childhood Education 65 (Fall 1988): 33-34.
Explains to parents three guidelines for early learning experiences: readiness, observation, options.
79. Learning can be dirty work. Texas Child Care Quarterly 9 (Winter 1985): 49.
Clothing tips for parents to help their children play and learn.
80. Lowenfeld, V. What about coloring books? Texas Child Care Quarterly 10 (Fall 1986): 48-49.
Children's creativeness and independence of expression are damaged by coloring books, and very little is learned from them.

FREE ARTICLE: Developmental Evaluation of Children

81. Goodwin, W. & Goodwin, L. Measuring young children. In B. Spodek, ed., Handbook of Research in Early Childhood Education, pp. 523-563. New York: Free Press, 1982.
Basic questions about measuring young children--why, how, and what--are asked and answered.

BOOKS TO BORROW: Developmental Evaluation of Children

82. Beaty, Janice J. Observing Development of the Young Child. Columbus, OH: Charles E. Merrill, 1986.
A system for observing and recording the development of 2- to 6-year-olds in early childhood classrooms. Suggests classroom activities for children who have not yet accomplished the items of development.
83. Evaluating Children's Progress: a Rating Scale for Children in Day Care. By the Southeastern Day Care Project. Dist. by Save the Children Child Care Support Center, Atlanta, GA.
A booklet of rating forms that child care providers can use to evaluate the progress of children from infancy through age five in day care centers and family day care homes.
84. Meisels, S. Developmental Screening in Early Childhood. Washington, DC: NAEYC, 1985.
How to organize and conduct an early childhood screening program, with advice on selecting an appropriate screening instrument and sample forms.
85. Portage Guide to Early Education. Rev. ed. By Susan M. Bluma et al.
86. Portage, WI: Portage Project, CESA 12, 1976. (Guia Portage de Educacion Preescolar.)
The guide comes in three parts: a checklist of behaviors on which to record a normal or handicapped child's developmental progress from birth to six

years in the areas of cognition, language, self-help, motor, and socialization; a file of 5"x8" cards listing possible methods of teaching the behaviors on the checklist; and a manual of directions for use of the checklist and card file as well as methods for implementing activities. Available in English (#85) or Spanish (#86).

87. Portage Guide to Early Education Checklist. By Susan M. Bluma et al.
88. Portage, WI: Portage Project, CESA 12, 1976. (Guia Portage de Educacion Preescolar Lista de Objetivos.)

Just part 1 of the item listed above. Available in English (#87) or Spanish (#88).

89. Portage Guide to Early Education: Parent Edition. By Susan M. Bluma et al. Portage, WI: Portage Project, CESA 12, 1976.

The guide listed above, but in a book format rather than a card format and with instructions written specifically for parents.

FREE ARTICLES: Nutrition

90. Aronson, S.S. Infant feeding in child care. Child Care Information Exchange 42 (March 1985): 22-25.

While recognizing that infants' needs vary greatly from one individual to another, Aronson offers several general guidelines on infant feeding that can be adjusted to fit each infant.

91. Aronson, S.S. Nutrition for toddlers. Child Care Information Exchange 46 (Nov. 1985): 13-15.

Aronson points out that toddlers eat as they live--on the run. This means that toddlers have special nutritional needs and problems.

92. Rothlein, Liz. Nutrition tips revisited: on a daily basis, do we implement what we know? Young Children 44 (Sept. 1989): 30-36.

Review of the fundamental guidelines for optimal nutritional opportunities for each child in your care, including suggestions for good snacks, tips for adding new foods to a child's diet, and guides for cooking with children.

BOOKS TO BORROW: Nutrition

93. Wanamaker, N., Hearn, K. & Richarz, S. More Than Graham Crackers: Nutrition Education and Food Preparation with Young Children. Washington, DC: NAEYC, 1979.

Easy-to-use guide shows adults how to help young children learn about cooking and nutrition through fingerplays, poems, games, and cooking itself.

94. A Planning Guide for Food Service in Child Care Centers. Washington, DC: U.S. Dept. of Agriculture, Food and Nutrition Service, 1987.

Overview of food planning for children from infancy through 12.

95. Satter, Ellyn. Child of Mine: Feeding with Love and Good Sense. Expanded ed. Palo Alto, CA: Bull, 1986.

Step-by-step information on feeding a child from pregnancy through the toddler stage, with a discussion of special issues in feeding. Stresses good eating habits and also good relationships.

96. Satter, Ellyn. How to Get Your Kid to Eat--But Not Too Much. Palo Alto, CA: Bull, 1987.

This is a book about the feeding relationship between parents and children from infancy through the teenage years, about sharing responsibility for food choices with the child and helping the child learn to use his inborn sense of how much and what to eat.

FREE ARTICLES: Indoor and Outdoor Environments

97. Prescott, E. When you think about spaces. Beginnings (Summer 1984): 3-5.

Describes five key dimensions of the physical environment in child care, and how changing these dimensions can help solve some typical behavior problems.

98. Falender, C.A. & Mehrabian, A. The effects of day care on young children: an environmental psychology approach. Journal of Psychology 101 (1979): 241-255.

Looks at day care settings in terms of whether they make children feel pleasure or displeasure, arousal or nonarousal, dominance or submissiveness. Long-term beneficial effects are more likely to be produced by day care that children prefer because of its positive emotional impact.

99. Prescott, E. Relations between physical setting and adult/child behavior in day care. In S. Kilmer, ed., Advances in Early Education and Day Care, Vol. 2, pp. 129-158. Greenwich, CT: JAI Press, 1981.

Discusses many different facets of the physical setting of day care and how these variables interact to affect the behavior of children and adults.

100. Dodge, D.T. When your program is off track: the eight warning signs. Child Care Information Exchange 61 (May 1988): 15-17.

Signs telling you that teachers are frustrated and programs are not meeting the profession's standards for developmental appropriateness. See the next article for some solutions.

101. Dodge, D.T. When your program is off track: an environmental approach can help. Child Care Information Exchange 62 (Sept. 1988): 29-32.

How and why to introduce and adopt an environmentally based curriculum, in which the environment is the textbook, to solve the problems described in the previous article.

102. Dodge, D.T. Strategies for achieving a quality program. Child Care Information Exchange 67 (June 1989): 43-47.

Economical strategies for organizing and effectively using your physical environment, with explanations of why each strategy will help children.

103. What about your space?: a questionnaire for teachers. Beginnings (Summer 1984): 37-39.
Exercises and questions to use when you plan space in which you work with children.
104. Wolf, D. & Greenman, J. Worlds for infants and toddlers: new ideas. Child Care Information Exchange 57 (Sept. 1987): 15-20.
Infants are much more aware of their surroundings than we used to think. Greenman has lots of ideas on how to create a setting that supports learning and nurturance for infants, toddlers, and caregivers.
105. Greenman, J. Learning environments for the 1990s--Parts 1&2. Child Care Information Exchange 67 (June 1989):49-50 and 68 (Aug. 1989):23-25.
Tips to remember when setting up a learning environment in which children and adults can live together comfortably for 8 to 10 hours a day.
106. Gandini, L. Not just anywhere: making child care centers into "particular" places. Beginnings (Summer 1984): 17-20.
Describes the beautiful schools of Reggio Emilia, a town in Italy, and how teachers, parents, and children have made them so special.
107. Appelbaum, M.M., Day, D.E. & Olds, A.R. Fine details: organizing and displaying materials. Beginnings (Summer 1984): 13-16.
The way you set up a display or an activity carries a subtle but strong message to children, so consider the fine details to make sure you send the message you want to.
108. Frost, J.L. & Wortham, S.C. The evolution of American playgrounds. Young Children 43 (July 1988): 19-28.
Gives a brief history of playgrounds, stresses the developmental values of play, gives advice on building developmentally appropriate playgrounds.
109. Talbot, J. & Frost, J.L. Magical playscapes. Childhood Education 66 (Fall 1989): 11-19.
Advocates and describes vibrant, enchanting, natural and magical playscapes geared to the child's perspective and giving the child the power to visualize, create and risk in a safe setting.
110. Wortham, S.C. & Wortham, M.R. Infant/toddler development and play: designing creative play environments. Childhood Education 65 (Annual Theme Issue 1989): 295-299.
Describes playscapes that meet the developmental needs of infants and toddlers. Stresses that as frequently as possible babies need to be outdoors.

BOOKS TO BORROW: Indoor and Outdoor Environments

111. Greenman, Jim. Caring Spaces, Learning Places: Children's Environments that Work. Redmond, WA: Exchange Press, 1988.
Poetically written book tells how to put together child care settings in which both children and adults will thrive. Lots of photographs.

112. Kritchevsky, S. & Prescott, E. Planning Environments for Young Children: Physical Space. 2nd ed. Washington, DC: NAEYC, 1977.
Illustrates through examples how space works to support a child care program's goals for children.
113. Leatzow, Nancy. Creating Discipline in the Early Childhood Classroom. Provo, UT: Brigham Young University Press, 1983.
Preventive discipline in preschools includes nurturing adults, room arrangements that support positive activity and prevent disruption, and curricula rich in age-appropriate activities to stimulate learning and channel energy into acceptable avenues.
114. Cherry, Clare. Nursery School Bulletin Boards. Belmont, CA: David S. Lake Pub., 1973.
Bulletin boards to complement three-dimensional learning centers and classroom experiences. The author is a strong believer in your own imagination, so she gives design principles and illustrations rather than patterns.
115. Frost, J.L. & Klein, B.L. Children's Play and Playgrounds. Austin, TX: Playscapes International, 1983.
The first part of this book explains why playground developers must first of all be students of child development, and the second part is devoted to the actual design and development of playgrounds.
116. Miller, Karen. The Outside Play and Learning Book. Mt. Rainier, MD: Gryphon House, 1989.
Design features and activity ideas for safe and exciting outdoor play all year around. Activities have age designations.
117. Baker, K.R. Let's Play Outdoors. Washington, DC: NAEYC, 1966.
Tells what experiences and equipment make outdoor play valuable and helps you assess your own outdoor play area.

FREE ARTICLES: Equipment and Learning Materials

118. Dodge, D.T. Achieving quality: helping teachers to use interest areas effectively. Child Care Information Exchange 69 (Oct. 1989): 39-42.
A step-by-step approach to helping teachers appreciate the learning potential in each area of the classroom, including ideas for extending and enriching children's play.
119. Bundy, B.F. Dolls in the early childhood classroom. Day Care and Early Education 65 (Summer 1989): 6-8.
The author explains that although all early childhood classrooms need to have dolls available, children at different developmental levels need different kinds of dolls since they use them quite differently.
120. What are we really saying to children?: a checklist for evaluation of books and materials. Child Care Information Exchange 54 (March 1987): 17-19.
A list of children's books that value diversity, and a checklist for evaluating the message inherent in books and other materials.

121. Buckleitner, W. & Olson, K. Kids at the keyboard. Child Care Information Exchange 68 (Aug. 1989): 37-41.

Practical guidelines and suggestions regarding the use of computers with young children, including attributes of good early childhood software and tips for introducing software to young children.

122. Clements, D.H. Computers and young children: a review of research. Young Children 43 (Nov. 1987): 34-44.

Reviews research showing that computers can be developmentally appropriate for young children.

123. Wolf, D. What a curious place: environments which stimulate exploration and experiment. Beginnings. (Summer 1984): 10-12.

Contraptions preschoolers can experiment with to figure out the way the world works.

BOOKS TO BORROW: Equipment and Learning Materials

124. Dodge, Diane Trister. The Creative Curriculum for Early Childhood. Washington, DC: Teaching Strategies, 1988.

Describes in detail what and how children learn and the teacher's role in using each of the following interest areas to support children's development and creativity: blocks, house corner, table toys, art, sand and water, library corner, outdoors.

125. Cherry, Clare. Creative Art for the Developing Child. Belmont, CA: David S. Lake Pub., 1972.

Explains materials and activities through which creative art becomes developmental art and part of the growth process for the 2- to 6-year-old.

126. Lasky, L. & Mukerji, R. Art: Basic for Young Children. Washington, DC: NAEYC, 1980.

Why coloring books and patterns to follow are not art. Suggestions for appropriate activities.

127. Gilbert, LaBritta. Do Touch: Instant, Easy, Hands-on Learning Experiences for Young Children. Mt. Rainier, MD: Gryphon House, 1989.

Activities with sticks, sponges, stickers, cups, pockets, gadgets, transparencies, and rings are designated as beginning (2½-3s), intermediate (4s), and advanced (5 years and older).

128. Kohn, MaryAnn F. Mudworks: Creative Clay, Dough, and Modeling Experiences. Bellingham, WA: Bright Ring Pub., 1989.

Creative art ideas and goosh and moosh recipes for playdough, bread dough, plaster of paris, papier-mache, edible dough, modeling mixtures and more.

129. Hill, D. Mud, Sand, and Water. Washington, DC: NAEYC, 1979.

Why you can't beat natural materials for real learning.

130. Thompson, David. Easy Woodstuff for Kids. Mt. Rainier, MD: Gryphon House, 1981.
27 easy woodworking projects for children (some as young as 3) to do with adult help. Focuses on giving children a love for trees and nature.
131. Muller, Brunhild. Painting with Children. Edinburgh, Scotland: Floris Books, 1987.
Young children should be using colors to express their feelings rather than trying to make exact representations of objects. The reproductions of young children's paintings are real eye-openers.
132. McDonald, D.T. Music in Our Lives: the Early Years. Washington, DC: NAEYC, 1979.
You can teach children to sing, listen to good music, and play instruments even if you can only play rhythm sticks and a tape recorder.
133. Hirsch, E.S., ed. The Block Book. Washington, DC: NAEYC, 1984.
Why blocks are a marvelous investment for learning through play and how to assess your block area.
134. Oppenheim, Joanne F. Buy Me! Buy Me!: the Bank Street Guide to Choosing Toys for Children. New York: Pantheon, 1987.
Toy-choosing advice arranged according to age groups (from infancy through age 11) and carefully coordinated with research in child development.
135. Sinker, Mary. Toys for Growing: a Guide to Toys that Develop Skills. Chicago: Year Book Medical Pubs., 1986.
The toys in this guide are organized by developmental category, not age. Within each category the toys progress in tiny steps from least difficult to most difficult.
136. Carlsson-Paige, Nancy. The War Play Dilemma. New York: Teachers College Press, 1987.
Examines the controversial issue of war toys and guns, and tells teachers how to work with such play to facilitate children's optimal development and foster nonmilitaristic political values and concepts.
137. Jalongo, Mary Renck. Young Children and Picture Books: Literature from Infancy to Six. Washington, DC: NAEYC.
What constitutes high-quality literature and art for young children and how good books benefit them.
138. Raines, Shirley C. & Canady, Robert J. Story S-t-r-e-t-c-h-e-r-s: Activities to Expand Children's Favorite Books. Mt. Rainier, MD: Gryphon House, 1989.
Promote children's love of books and increase the likelihood that they will become good readers by introducing some of these 450 wonderful circle time and free play activities based on 90 favorite children's books.

CCIC

WHAT WE CAN DO FOR YOU AND HOW WE CAN DO IT

The Child Care Information Center is funded by the Bureau for Children, Youth and Families of the Wisconsin Department of Health and Social Services. We are one of several projects going on in Wisconsin to help you, the professional child care provider, do the best you can in guiding, teaching and nurturing young children. We help in several ways:

Newsletter - CCIC's newsletter comes out about every three months. It's free. Our usual format includes a listing of resources on a selected topic, a sampling of new materials we've received, announcements of free or low-cost pamphlets or booklets you can obtain from us, and other announcements of interest to our readers.

If you are a licensed child care provider, you will be on our mailing list automatically. Anyone else with an interest in children can get on the list just by letting us know they want to be. Back issues are also available on request.

Materials to borrow - CCIC has a growing collection of books, reprints, and audio- and videotapes on child care available to you on free loan. Books generally are loaned for two to three weeks use and tapes for one weeks use. We mail by library rate, so mailing time is often seven to ten days each way. The only cost to you is mailing the items back to us by library rate postage.

To borrow books or tapes, or to get free copies of pamphlets or journal articles, call toll-free 1-800-362-7353, or **224-5388** in the Madison area.

The items listed in the most recent newsletter are usually in greatest demand, so while you can request as many items as you like, we'll send them one or two at a time. We'll keep a list of all the items you want to borrow, and when you return one item we'll send you another, until you've received everything you asked for. You can help keep waiting lists short by returning materials as soon as you've finished with them.

If you want to borrow tapes or books for a specific date, call well in advance so we can reserve them for you.

Information service - You can call us to ask for information and materials for many purposes, such as new program and activity ideas, in-service training and professional education, or to help find solutions to a particular problem in your child care home or center or a problem which parents have asked your advice about.

Child care pamphlets - One of CCIC's special goals is to reach parents with brochures on parenting, especially on choosing quality child care. Caregivers have already distributed many thousands of the three pamphlets "Consumer's Guide to Child Care," "Child Care Checklist," and "Choosing Child Day Care: a Mini-Checklist." These are available in quantity free from CCIC at any time.

In addition, we always keep brochures about preventing child abuse on hand for free distribution. And we distribute the "Plain Talk" series of four brochures for parents: "Plain Talk About Child Discipline," "...How to Deal with an Angry Child," "...How Children Grow," and "...How to Be a Perfect Parent." Up to 100 of each of the brochures are available free from CCIC. Parents rave about them.